**Mark Scheme GCSE History B (5HB03/3A)**

**The transformation of surgery c1845-c1918**

**Question Number 1**

What can you learn from Source Y about X?

Target Source comprehension: inference (AO3A)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1** | **Comprehension**  Response selects relevant detail(s) from source |
| **2** | **2-3** | **Unsupported inference.**  Valid inference(s) are offered, but without support from source. |
| **3** | **4-6** | **Supported inference.**  Valid inference(s) are made and supported from the source. One well developed point may score a maximum of 5. |

**Question Number 2**

What impression has the author/artist tried to give of X? Explain your answer, using Source Z.

Target: Analysis of source for portrayal (AO3a).

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Simple statement without support**  Valid comment is offered about the impression given OR  Answer identifies detail(s) or information from source, but relevance to show message is not explained. |
| **2** | **3-5** | **Supported statement**  Valid comment about impression is offered and linked to content or nature of the source. |
| **3** | **6-8** | **Explained impression**  Analysis of the treatment and selection of the source content is used to explain impression. |

**Question Number 3**

How far do Sources W, X and Y suggest Z? Explain your answer, using these sources.

Target: Cross referencing for support (AO3a)

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| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-2** | **Generalised answer** Offers valid undeveloped comment, without support from sources.  *O*R  Selects details from the sources, but without linkage to the question focus. |
| **2** | **3-6** | **Supported answer**  Identifies elements of support and/or challenge based on matching details of source(s) content.  OR  Concept of support/challenge is approached as a reliability issue and comments are offered based on the nature of the source(s).  Reserve top of level for answers which make use of all three sources. |
| **3** | **7-10** | **Balanced Judgement**  The issue of how far the sources suggest X is understood and addressed by cross referencing the sources.  EITHER  Cross referencing focuses on content: considers elements of both support and challenge to arrive at an overall judgement on the extent of support.  OR  Cross referencing focuses on sources: considers the nature of the sources in order to judge the strength/quality of support/challenge provided by the content.  Reserve top level (10) for those able to combine both these elements of extent and nature of support in coming to an overall judgement. |

**Question Number 4**

Which of Sources X or Y is more useful to the historian enquiring into Z? Explain your answer, using Sources W and V.

Target: Evaluation of utility (AO3a)

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| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Judgement based on simple valid criteria.**  Comments based on subject relevance/ amount of detail, or assumed reliability because of the time /nature / origins of the source.  Maximum 2 marks for one source only. |
| **2** | **4-7** | **Judgement is based on the usefulness of the sources’ information:**  Answer focuses on what the sources can or cannot tell us.(How comprehensive it is)  OR  **Judgement is based on evaluation of nature or authorship of sources:** Answer focuses on how reliable/how representative  /authoritative/the source is.  Maximum 5 marks if L2 criteria are met for only one source. |
| **3** | **8-10** | **Judgement addresses both elements of L2 to assess the contribution the sources can make to the specific enquiry.**  Answer considers the value of information, taking into account aspects of its nature (i.e. how reliable/representative /authoritative/comprehensive it is)*.*  Maximum 9 marks if level 3 criteria are met for one source only.  Reward students who give a range of interpretations and who effectively integrate evaluation of content information with consideration of nature. |

**Question Number** **\*5**

‘X’. How far do you agree with this statement? Use your own knowledge, Sources W, Y and Z and any other sources you find helpful to explain your answer.

Target: Reaching a judgement (AO1: 4, AO2: 4, AO3a: 8)

***QWC (Quality of Written Communication) Strands i ii iii***

*For the highest mark in a level* ***all*** *criteria for the**level, including those for QWC must be met.*

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| Level | Mark | Descriptor |
| **0** |  | No rewardable material |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Generalised answer**  Answer offers valid undeveloped comment(s) without direct support from sources or own knowledge.  OR  Selects details from the sources, but without direct linkage to the question.  *Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.* |
| **2**  **QWC**  **i-ii-iii** | **5-8** | **Supported answer**  Answer offers a judgment on the hypothesis and links to relevant details from sources and/or own knowledge.  *Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.* |
| **3**  **QWC**  **i-ii-iii** | **9-12** | **Explores both viewpoints and offers judgement**  At this level the answer will be unbalanced and only points of agreement or disagreement will be convincingly explored. Sources and (for top half of level) own knowledge. Reserve 11-12 marks for answers which use sources and own knowledge in combination.  **NB No access to this level for responses which do not use the sources**.  *Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.* |
| **4**  **QWC**  **i-ii-iii** | **13-16** | **Sustained argument, exploring the evidence for and against the hypothesis.**  Own knowledge and material from the sources is precisely selected and well deployed to support the points made**.** Reserve 15-16 for those responses which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.  **NB No access to this level for responses which do not include additional recalled knowledge.**  *Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with*  *considerable accuracy, although some spelling errors may still be found.* |